



Statement of Intent for PE at Thorplands Primary School

Curriculum Intent

At Thorplands, we strive to create a culture which aims to inspire an active generation to enjoy PE and develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed, excel in competitive sport, other physical activities and impact their own physical activity and life-long fitness. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect as well as challenge and promote self-esteem through the development of physical confidence and problem solving.

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Curriculum Implementation

PE at Thorplands is taught by a combination of class teachers, specialists and qualified sports coaches. We have adopted the Real PE curriculum as its schemes of work are designed for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners to deliver excellent PE. It is fully aligned to the new National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning – all of which are a key element to the aims of our curriculum as a whole. Training has been sourced for all staff in 2021/22 and 2022/2023 to ensure a constant reflection on the quality of practice.

Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events. The curriculum is based on a range of sports that require both individual and team work to succeed and learn.

At Thorplands, PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision children can aim to flourish at sports in which they have a particular interest or flair for. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children gain experience of a variety of fundamental skills through our weekly Real PE sessions which have a focus on agility, balance, coordination,

social and personal. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age.

Early Years:

The foundations for PE begin in our foundation stage. The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Three and Four-Year-Olds Continued	Expressive Arts and Design		<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Manage their own needs.
	Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.

Inclusion:

Following the global pandemic, we found that many of our children arrived to us key development milestones linked to physical development. These developmental gaps, if not filled, would have implications for future learning. As such we have adapted our provision to in the foundation stage and key stage 1 to ensure that our children achieve these important steps in development.

Key Stage 1:

Building on from Early Years, the children in Key Stage 1 develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming

We introduce swimming lessons in Key Stage 2. All children from Year 4, 5 and 6 receive the opportunity to swim as part of our curriculum delivery during the academic year.

Long Term Map

We follow a long-term map which is designed to ensure that all of the aims are covered across the academic year. There is some flexibility in the content of the lesson, as long as the core objective is achieved (i.e. Teaching football or rugby will still provide the opportunity to teach attacking and defending).

Updated Thorplands Primary School 2022-23

PE Curriculum Map Year

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
N	Real PE– Unit 1	Real PE – Unit 2	Real PE – Unit 3	Real Dance	Real PE – Unit 5	Real PE – Unit 6
	Introduction – Unit 1	Ball Skills – Unit 1	Gymnastics – Unit 1	Fundamentals – Unit 1	Dance - Unit 1	Games Unit 1
R	<i>Real PE – Unit 1</i>	<i>Real PE – Unit 2</i>	<i>Real PE – Unit 3</i>	<i>Real Dance</i>	<i>Real PE – Unit 5</i>	<i>Real PE – Unit 6</i>
	Introduction – Unit 1	Ball Skills – Unit 1	Gymnastics – Unit 1	Fundamentals – Unit 1	Dance - Unit 1	Games Unit 2
1	<i>Real PE – Unit 1</i>	<i>Real PE – Unit 2</i>	<i>Real PE – Unit 3</i>	<i>Real Dance</i>	<i>Real PE – Unit 5</i>	<i>Real PE – Unit 6</i>
	Ball Skills	Gymnastics	Striking and Fielding	Net and Wall Games	Sending and Receiving	Invasion
2	<i>Real PE – Unit 1</i>	<i>Real PE – Unit 2</i>	<i>Real PE – Unit 3</i>	<i>Real Dance</i>	<i>Real PE – Unit 5</i>	<i>Real PE – Unit 6</i>
	Cricket	Gymnastics	Striking and Fielding	Net and Wall games	Sending and Receiving	Invasion
3	<i>Real PE – Unit 1</i>	<i>Real PE – Unit 2</i>	<i>Real PE – Unit 3</i>	<i>Real Dance</i>	<i>Real PE – Unit 5</i>	<i>Real PE – Unit 6</i>
	Cricket	Gymnastics	Badminton	Tag Rugby	Tennis	Athletics
4	<i>Real PE – Unit 1</i>	<i>Real PE – Unit 2</i>	<i>Real PE – Unit 3</i>	<i>Real Dance</i>	<i>Real PE – Unit 5</i>	<i>Real PE – Unit 6</i>
	Cricket	Gymnastics	Swimming	Swimming	Tennis	Athletics
5	<i>Real PE – Unit 1</i>	<i>Real PE – Unit 2</i>	<i>Real PE Unit 3</i>	<i>Real Dance</i>	Swimming	Swimming
	Cricket	Gymnastics	Badminton	Tag Rugby	Tennis	Athletics
6	Swimming	Swimming	<i>Real PE – Unit 3</i>	<i>Real Dance – Unit 4</i>	<i>Cricket</i>	<i>Golf</i>
	Cricket	Gymnastics	Hockey	Basketball	Tennis	Athletics

Impact

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly and avoiding smoking, drugs and alcohol whilst exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.